SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Weaverham High School

Approved by:	Governing Body	**Date:** September 2021
Last reviewed on:	Dec 2021	
Next review due by:	Sept 2022	
School Link:	Mr Chris Helm	

POLICY STATEMENT FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY

This policy has been formulated with regard to the 2014 SEN Code of Practice: 0 to 25 Years, the Equality Act 2010 and the Children and Families Act 2014.

The Weaverham High School SEND Report is also available and contains specific detail for some of the areas outlined below.

- In this school we set high expectations on the progress for all pupils.
- In this school a special educational need is defined in accordance with the 2014 SEN Code of Practice.
- All pupils are entitled to access the full school curriculum and to take part in every aspect of school life, unless there is a specified modification or disapplication outlined in an individual pupil's EHCP (Education, Health and Care Plan)

Terms:

- SEND refers to a Special Educational Need and Disability. *A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.*

  Taken from 2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv

The Vision of the SEND Department

The Vision of the Access and Achievement / SEND Department is to ensure that students with Special Educational Needs and Disabilities (SEND) are quickly identified, well supported and clearly guided throughout their school life. We aim to ensure that students bridge the gap; whether their need is academic, social, emotional or physical, thus feeling safe and becoming happy, life-long learners who feel successful at school and valued in their community.

Our Mission Statement

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We will provide a safe, inclusive environment which will enable every young person to thrive and achieve their aspirations.

We recognise that every pupil is unique and deserves every opportunity. We provide a comfortable learning environment with a team of adults who are non-judgemental and trauma informed. We remove barriers, build resilience and self-belief through trusting and supporting relationships.

Aims

- To ensure that every SEND pupil has good attendance and maximises their outcome potential
- To carry out the following with particular regard for how our staff and students have been affected by COVID-19.
- To identify, at the earliest possible opportunity, barriers to learning and participation
- To implement the best provision possible which in turn allows the student to build independence and resilience and overcomes their barriers
- To ensure that every pupil experiences success in their learning
- To ensure that every child knows they are a valued member of our school community
- To enable all pupils to participate in lessons fully and effectively
- To support departments in their preparation of programmes of work to meet the special needs of pupils.
- To lift levels of self-esteem and resilience in students with special educational needs and to encourage their participation in the development of their educational programme to become life-long learners.
- To maintain appropriate provision for pupils with Education Health Care Plans.
- To value and encourage the contribution of all pupils to the life of the school
- To work in partnership with parents and carers
- To communicate with the Governing Body to enable them to fulfil their monitoring role with regard to the SEND Information Report
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

Responsibilities and Resources

The Special Needs Co-ordinator (SENDCo), in collaboration with the Headteacher and Governing Body, takes responsibility for the operation of the SEN policy and co-ordination of special needs provision, working closely with staff, parents and carers, and other agencies.
The SENDCo also provides professional guidance to colleagues to secure high quality teaching for pupils with SEND.

Mr Chris Helm currently holds this post – Christopher.helm@weaverhamhighschool.com

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Headteacher works closely with the SENDCO and keeps the Governing Body fully informed of SEND issues, providing an annual SEND Information Report.
The Governing Body, the duties of the Governing Body are set out in the SEN Code of Practice, 2014.
The SEND Governor for this school is Mr Ian Roberts.

Teaching staff
The Code of Practice clearly acknowledges the importance allocated to subject teachers whose responsibilities include:

- Being aware of the school's procedures for identification and assessment of, and subsequent provision for SEND pupils
- Collaborating with SENDCo and Access and Achievement staff to decide the action required to assist pupils to make progress in their learning.

- To ensure quality first teaching and our universal offer is embedded into every day consistent practices to support pupils to make expected progress.

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Staff & Facilities For Pupils With Special Educational Needs

In Autumn term 2021 our Access and Achievement / SEND Team moved into bespoke / purpose-built accommodation. This area includes our 'New Hive', SEND office, Intervention Hub and bespoke meeting room and a new accessible toilet with room for changing facilities. Alongside our new refurbished accommodation, we have also appointed new, key roles to ensure sufficient support for all our learners. Mrs Julie Yardley has been appointed as our SpLD (Specific Learning Difficulties) Advocate and Miss Ellie Measures and Mr Mark Tonge have been appointed as our Emotional and Academic Support Coordinators. Miss Measures and Mr Tonge are based in the New Hive.

The New Hive is accessed by students who are feeling particularly vulnerable at times, and here they can receive social and emotional support if necessary. Our original Hive opened in Sept 2018 and has provided invaluable support for numerous pupils. The New Hive will do the same with a greater focus on pupil outcomes, with bespoke plans which focus on pupils' wellbeing and getting back into normal lessons as soon as possible.

Our Access and Achievement / SEND Team has 14 Learning Support Assistants in addition to the colleagues mentioned above. Our LSAs have a huge variety of knowledge and experience. We have 4 members of the team who have expertise working with autistic pupils, several members of the team have specific subject experience like our literacy / English or maths teams. Members of the team are also trained in leading TAFs (Team Around the Family), delivering specific Speech and Language Therapy, ELSA (Emotional Literacy Support) and much more. The team's expertise doesn't stop within the classroom, nearly every LSA also takes part in extra-curricular activities – this ranges from gardening club, football, table tennis, badminton, boxing and (our homework club) Power Hour.

The school was built in the 1950s and was not designed to be accessed by pupils with disability. The school building has many different levels with many steps and stairs.

Over the last few years the Governing Body have taken deliberate actions to improve the accessibility of the school for pupils with SEND. These include:-

- Providing ramps to most external doors.
- Ensuring that all facilities are available at ground floor level, even if primarily situated upstairs.
- Increasing the number of automatically opening doors to facilitate entrance by people in wheelchairs.
- Making the school more accessible to the visually impaired with clearer delineation of stairways and obstacles.
- Installing a disabled toilet.

Identification, Assessment and Review

The school follows the SEND *Code of Practice 2014:* graduated approach with regard to the identification, assessment and review of pupils with special educational needs.

Pupils receive a differentiated curriculum in line with whole school Teaching & Learning Policy and those who fail to make the expected progress are initially identified by subject teachers and Heads of

Departments who will instigate interaction strategies.

The school has a system whereby any member of staff can raise concerns/issues with the SENDCo or about a child with potential SEN or other barrier to learning. The SENDCo will arrange for assessment of the child's needs. In addition, there are formal processes in place to further ensure pupils' needs are identified via our Access and Achievement meetings and Senior Leadership meetings. Access and Achievement meetings comprise of Pastoral and SEND colleagues to ensure a holistic overview of pupils' experience and barriers are understood.

We involve parents/carers and the young person in question as soon as we feel a pupil may have a barrier to learning or special need.

In school we use a range of assessment data eg, relevant family/medical history, Teacher Assessments, Screening Tests, SATs results, Teaching Assistant assessments, reading/spelling tests; engagement observations. A range of diagnostic tests are used as appropriate in line with our tiered approach which carefully considers our Universal offer, In school intervention and External support.

Pupils who fail to make sufficient progress on the basis of accumulated evidence are placed on a Special Needs Register. Parents are consulted before this decision is made.

Five Categories of SEN – Broad Areas of Need

Over the recent years the school has experience of meeting the needs of children with the following SEND:

1. *Communication and Interaction*, including:
    - SLCN (Speech, Language and Communication Needs)
    - ASC (Autism Spectrum Condition including Aspergers)
2. *Cognition and Learning*; when children learn at a slower pace than their peers, even with appropriate differentiation. They include:
    - MLD (Moderate Learning Difficulties)
    - SpLD (Specific learning Difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.)
3. *Social, Emotional and Mental Health Difficulties*. They include:
    - ADD (Attention Deficit) and ADHD (Attention Deficit Hyperactive Disorder)
4. *Sensory and/or Physical Needs*, including:
    - Vision Impairment
    - Hearing Impairment
    - Physical Disability
5. *Specific Syndromes*
    - Williams Syndrome
    - Downs Syndrome
    - Turner Syndrome

Special Educational Needs

If a child is formally identified as having SEN or SEND by an external agency, with the agreement or parents/carers, they are placed on the SEN register. If they are achieving at a considerably lower level than is usual within the national expectations for their age, a decision may be made to request formal assessment for an EHC Plan (Education Health Care Plan).

On gathering all relevant advice about a pupil's progress the SEN team may issue an EHC Plan outlining

outcomes to be met and additional provision to be provided.

Wherever possible pupils with SEND are taught in mainstream lessons and follow the usual timetable for their teaching group. In order to facilitate this, they may be supported by a Learning Support Assistant in addition to the differentiated provision provided by the teacher.

All class teachers have a summary of the needs of each child with SEND for effective learning. They are also supplied with a list of SEND pupils in the "class" and additional SEND information where appropriate e.g. characteristics of dyslexia, etc.

Social and emotional needs of pupils with SEND

All pupils follow a PSHCE curriculum which supports their emotional and social development. In addition, all pupils are involved in a range of tutor group activities which support them developing friendships and building social relationships.

Additional support is available for pupils via the child's Pastoral Manager and Head of Year. Our behaviour policy aligns with our inclusive approach and is built around our ethos of Safe. Ready.Respect.

1. That students are SAFE.
2. That students are READY - for learning, for their next challenge, for life outside the school.
3. That students show RESPECT – for themselves, each other, their community and our staff.

We recognise that pupils may need additional support outside of the classroom environment and we have a range of provisions in place to support pupils at this time of the school day. Pupils have access to supervised year rooms which is provided for all pupils, the areas occupied by the Access and Achievement Team are also available and accessible for pupils with SEND to use at break and lunch time with appropriate supervision. We have several members of the SEND / Access & Achievement team who are qualified ELSAs. (Emotional Literacy Support Assistant).

Review Meetings

Weaverham High School was involved in the pilot of the CWAC EHC Hub. The EHC Hub is a virtual holding and sharing area where all EHCP reviews and assessment applications can be accessed by all stakeholders concerned. Review meetings are held annually for all pupils with an EHCP (Education, Health & Care Plan). Parents/carers and pupils are invited to attend and these are led by the SENDCo. An Annual Review is held to review progress towards objectives/outcomes outlined in the EHCP. Representatives from external support agencies may also be invited if appropriate. If a decision is made at the meeting to amend any part of the EHCP the SENDCo will file a copy centrally and send a copy to parents/carers and any external agency that is involved. A copy of the review report is sent to all invitees, including parents/carers, and the SEN Team.

Curriculum

Weaverham High School strives to be an inclusive school, engendering a sense of community and belonging through its:

- Inclusive ethos based on 6 key strategies: Excellence in learning, Safe,Ready,Respect, Aspire to Inspire, Challenge For All, Breaking Barriers and Thrive.
- Pupils have access to a differentiated, broad and balanced curriculum with their needs identified in planning documents.

- Systems for early identification of barriers to learning
- High expectations and consistent practices to support pupils to thrive.

To enable access to the curriculum for pupils with SEND, the school provides:

- Individual teaching programmes
- Individual timetables
- Intervention resources
- Specialist equipment
- Specialist teachers
- Teaching Assistants
- Emotional support
- Intervention room – The Hive and The Hub

Weaverham High School CPD Priorities 2021-22:

· To develop teacher expertise in teaching for high-level literacy skills, including reading, writing and oracy.
· To develop teacher expertise in providing active differentiation in the classroom.
· To develop effective strategies for revising learning and remembering key knowledge through Knowledge Organisers.
· To further embed teacher delivery of complex thinking and digital learning.

Evaluating the effectiveness of the provision made for children with SEND

In May 2019 the dept was involved in a SEND review with The Russet School. This review helped us celebrate our strengths, of which there are many, but also highlighted our next steps. The review was vital in heling us develop our departmental improvement plan.

Our Ofsted Report in March 2020 said '*Pupils feel like they belong to the school community. They said that the school's mantra of 'Safe, Ready and Respect' underpins pupils' good behaviour. They also said that the new behaviour system has improved further pupils' conduct.*

Across the school, leaders and teachers have thought carefully about how to adapt the curriculum for pupils with special educational needs and/or disabilities (SEND). The curriculum enables these pupils to achieve well. '

The provision and progress of children with SEND is evaluated on a termly basis through the pupil tracking procedures operated in the school. This will identify whether the interventions implemented for a specific pupil are having the desired impact.

The effectiveness of the provision and progress of pupils with SEND is reviewed by the Senior Leadership Team and Governing Body using external data sets for comparison.

The detailed work of the Learning Support Department is subject to the scrutiny applied to all curriculum areas through the process of SLT review which includes analysis of outcomes, observation of lessons and other provision, pupil voice and feedback from parents. This is then reported to the Governing Body.

External Support

Agencies include:

- The Educational Psychology Service
- Sensory Service (hearing/vision impaired pupils)
- Therapy Service (Speech and Language, Occupational Therapy, Physiotherapy)
- Behaviour Support Service
- The SEN Team
- The School Nurse
- Education Welfare Service
- Parent-Partnership Service
- Special Schools
- Specialist Inclusion Services (eg ASC Team)
- Children and Adolescent Mental Health Service (CAMHS)
- Parent Partnership
- Attachment Research Council
- Adoption services
- The Virtual School (for looked after children)

The school will also seek support from voluntary and private agencies as required.

The Local Offer

Weaverham High School has regard for The CWAC Local Offer can be found at

https://www.livewell.cheshirewestandchester.gov.uk/

The Local Offer has two key purposes:

• To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and

• To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.

The local offer will enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care.

Liaison with Parents/Carers

The school works in partnership with parents of pupils in accordance with guidance in the 2014 SEN Code of Practice: 0 to 25 Years.

Weaverham High School seeks the direct involvement of its parents as it views learning being most effective when there is a partnership between the pupils, their parents and the staff. Parents play an active part as members of the Governing Body and Weaverham High School Association.

- If a teacher has an initial concern about a pupil's progress, parents will be invited to discuss this with the teacher at the earliest opportunity and be told of strategies in place to help their child.
- If a decision is being considered to move a pupil on to the Special Needs Register then parents will be asked for their views prior to any decision being made. Parents will be fully informed of any additional programme in place for their child. At this stage parents will be told about the Parent-Partnership Service.
- Parents'/carers' views will be sought when a pupil's profile is drawn up and suggestions as to how these can be supported at home will be given.
- Parents are invited to each review and their comments are taken into consideration when deciding upon future action.
- In terms of an Annual Review, parents' comments are sought prior to the review report being drafted and incorporated into the final report.

Consulting Young People with SEND

- Children's views will be sought and taken into account during the review process and at other key times throughout the year, ie at reviews.

Transition Arrangements

We invite parents of SEND pupils to visit the school during Year 5 & Y6 and meet the SENDCo at this stage to discuss their child's needs.

Where possible and appropriate the SENDCo will attend the Year 6 transition review. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc. in addition to the transition week undertaken by all pupils.

SEND pupils that are moving between key stages will have transition reviews in conjunction with annual reviews in year 9.

SEND pupils will have access to specialist careers guidance advice throughout KS4 and a transition review meeting in Year 11 will identify the support they need in moving to post-16 education.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

Where this is not possible formal complaints will be pursued through the school's complaints policy and procedure, which can be found on the school website.

Review Framework

The policy should be reviewed bi-annually (or sooner in the event of revised legislation or guidance)